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Summary

The article is devoted to an analysis of the social-psychological state of pupils of boarding establishments that had to migrate. On the basis of practical experience of communication and work with pupils of boarding establishments the author of the article analyses the specific nature of giving social-pedagogical help to this category of children. The article's problematic field is a description of the migration situation among pupils of boarding establishments in the conditions of occupation regime and specification of the perspectives of the future investigation in this topic.

Keywords: migration, occupation, pupils of boarding establishments

The social-economic events that happened in the east of our country had a great influence on the development and life of the whole population of Ukraine. In the captivity of military events happening on the occupied areas of Ukraine (Crimea, Lugansk, Donetsk), there occurred a particularly vulnerable category of population – pupils of boarding establishments. As a result of these events, there happened forced migration of lodgers of these areas. Especially global changes as to social-psychological development were sustained by a significant number of Ukrainian children in state establishments.

Among the scientific publications devoted to the theme of social-psychological help to the forced migrants are those of our national scientists: Ya. Ovsyanikovoi, K. Khalepy and also foreign researchers – A. Asmolova, G. Soldatovoi, V. Frankla and etc.

Analyzing the problem of forced migration, we think it is necessary to point out the main context of this term. Migration is the most complex mechanism of self-development of society. From Latin the word 'migration' means 'to move'. The dictionary of the Ukrainian language defines the essence of migration as movement of nations within the borders of a country or from one country to another (Bilodid 1970–1980: 149). The juridical dictionary interprets the definition of migration as a change of place of living either within a country or out of its borders for a short time or a temporary stay, thus dividing migration into inner and outer. An encyclopedia divides migration into irrevocable (final change of the place of living), temporary (migration for a long but strict period of time) and seasonal (migration in certain seasons). Ozhegov's dictionary interprets the notion of migration as a movement, change of place of living within a country or out of its borders (Ozhegov 1987: 284).

With reference to the theme of the article we define boarding establishments as establishments of closed (half-closed) type, where the sphere of communication and activity of pupils is restricted, slowing down the process of mental and social development of pupils, evokes child's isolation from different relations. So, the majority of pupils of boarding establishments are pedagogically neglected children with negative life experience, with own problems of a personal and interpersonal character. To the personal psychological-pedagogical description of pupils of boarding establishments scientists refer with such notions as emotional vulnerability, unbalance of behavior, lowering of the level of attentiveness and remembering, unreadiness of taking the responsibility, uncertainty about oneself and one's own chances (Ozhegov 1987: 5). The concept of descriptions of the pupils of boarding establishments and the situation of forced migration complicating the process of becoming and developing personality is a topical issue requiring further investigation.

An analysis of documents in the form of an annual report of 2014 concerning the state of children in Ukraine allowed us to distinguish the following information. In March 2014 Crimea was illegally annexed by the Russian Federation. The invasive annexation of Crimea was not recognized by Ukraine and the international community and violated the norms of international law. Today, according to then Ukrainian act 'About providing rights and freedom of citizens and legal regime on the temporary occupied area of Ukraine' the area of the Crimean peninsula is considered as temporarily occupied (Aksenov, Vakulenko, Vasiliev 2015: 6).

With regard to the situation in Crimea and Sevastopol, according to the words of Yu. Savytskoi, a specialist in the VGO "Magnolia" adoption, it is known that there are more than 600 pupils (social and biological orphans), 60 of whom are preschool age eligible for adoption.

But because of the situation of occupation, the process of adaptation by Ukrainian families is impossible – the Ukrainian ministry of foreign affairs claims that any attempt of adoption or going out from Ukraine by Russians without an official agreement of the Ukrainian side is illegal.

Representatives of the ministry of foreign affairs have already contacted Russia with the requirement to follow in this case all international-legal norms. This social-political situation breaches children's right. So, the Crimean pupils of boarding establishments with the status of an orphan in the condition of occupation have no legal security from Ukraine.

In April 2014 armed groups in the Donetsk and Lugansk regions began to seize administrative buildings, police departments and military arsenals units. In response, the Ukrainian government claimed to hold a counterterrorist operation. The opposition later became a war conflict between the forces of ATO and those from "The Donetsk People's Republic" and "Lugansk People's Republic" regarded by the Ukrainian government as terrorist groups (Aksenov, Vakulenko, Vasiliev 2015: 7).

Since the beginning of the operation children-orphans and children deprived of parental care being in the governmental establishments were gradually taken out of the occupied areas of the Donetsk and Lugansk regions. The notion "occupation" means violent seizing

of a foreign territory by military forces (Ozhegov 1987: 361). Mass media claim that now this process is blocked because of the prohibition to leave the said “republics”. That is why we do not know the exact number of pupils of boarding establishments that are still there. The static numbers give us an approximate implying that in the boarding schools in the occupied territory there left from 3 to 7 thousand pupils.

The research of the experts dealing with the problem of children-orphans before the occupation characterize the situation in the boarding establishment as follows: the development of boarding establishments is based on the help of different organizations. Commissioner of the President of Ukraine Mykoly Kuleby says, before the occupation, in Donetsk and Lugansk region there were more than 14.5 thousand children – orphans and children deprived of parental care, of whom 2,593 children were in boarding schools.

During the military actions 1,800 pupils migrated to different regions of Ukraine: Ternopolska, Zaporizha, Odeska, Kharkivska regions and etc.

We should point out that in boarding schools there live not only children-orphans but those whose parents “give them for some time”. The scale of social orphanhood is pretty significant, almost 70% of pupils from the total.

According to the head of the Ukrainian network of children’s rights and of the Rinat Akhmetov Foundation “orphanage – no!” Darya Kas’yanovoyi, today, volunteers counted 3,500 children living in institutions in the uncontrolled territory.

Co-founder of public organization “Responsible citizens” Eugene Shybalo indicates that at the beginning of ATO, the migration of pupils of boarding schools took place mainly at the initiative of volunteers. In August 2014 boarding schools of the occupied territories recorded a reduction in the number of pupils, but soon – filled with new pupils. Among them were children whose parents were killed in shellings and fights, as well as those whose parents were considered socially non-adapted to such conditions of life.

Among the boarding schools with which E. Shybala team now collaborates are 15 schools (824 pupils). And that is where all of these children require specific social and educational assistance.

So, if earlier in Ukraine there was a key issue of biological orphanhood, representing 8.10% of the total, now the number of children who lost their parents has doubled. Thus, during the fighting in Ukraine, a new category of pupils of boarding schools appeared, i.e. children whose parents are taking part in the fighting or have been killed during the attacks.

As to the specifics of the research process of boarding schools, in monographic materials L. Kanishevsky stated that at present the main objectives of boarding schools are such as maintenance and upbringing of orphans and children deprived of parental care, children from large and low-income families; ensuring full development, physical, social and mental health of students; education of healthy and active citizens, patriots of their country, able to continue the development of ideas, beliefs, technologies in various spheres of society, who seek to participate in all types and forms of work, who lead a healthy lifestyle; creating favorable conditions for accommodation of children, their education and training; mastering educational programs, training and education for the

benefit of individuals, society and the state; preparing students for an independent life (Kanishevsky 2011: 81).

Research on the topic that we have chosen also contains materials from studies of the social and psychological state of orphanages and specific socio-pedagogical support.

From the social teacher of the Melitopol school district, we know that in situations of forced migration along happened also forced adaptation (to a large number of new peers, educators and teachers to a new environment) that there is increased excitability, emotional stress, anxiety, which can further strengthen child aggression. To prevent all possible negative consequences of forced migration, representatives of psycho-pedagogical support residential institutions have developed a range of measures to assist these children, individual interviews, conducting procedures aimed to adapt children, and educational activities in the classes where these children study and whole-school measures aimed to form a sense of tolerance, politeness and willingness to help others. But the unstable situation regarding hostility leads to the need for programs for social support and adaptation for the sake of the pupils of boarding schools.

In 2015 a secondary boarding school for migrant pupils was opened in Novomykolaivsky. In the process of psychological and pedagogical support, psychologist institution emphasizes efficiency techniques aimed at building awareness of personality, stimulating activity and behavior of migrants, the organization of cognitive, practical activities in terms of adaptation to a new team and environment, sociological methods, document analysis, content analysis, observations, surveys. Grateful for the warm reception, the two students have already left Workers boarding, returning to his boarding team in the city of Luhansk.

Studying geography of migration pupils of boarding schools, our attention was drawn to the orphanage city of Ternopil. By changing its geography of Donetsk in Ternopil, pupils aged 18 to 24 years from now are Petrikov regional municipal orphanage. The reason for the migration began military operations in the Donetsk region, Slavjansk overcrowding in boarding through which Druzhkivka institution decided to accept new children. From the city Shakhtersk Druzhkivka was evacuated to more than 200 children, which is why the leadership of the institution, it was decided to transfer the girls to the city of Ternopil. The staff detailed the emotional experience of students. At a time when it was necessary to relocate (educational institution), the children were worried, because friendship and love of teaching staff expected some changes. In Petrykivs'kyi institution in Ternopil, which is designed for 100 people, brought up 65 children, so replenishment "boarding family," his students accepted with great pleasure. A particularly vulnerable point, as noted Girls workers, was the love and sincerity of their peers. According to the director of Petrykivsky establishment, M. Novosad, children willingly gave their best beds to their new comrades. Company "Red Cross", social pedagogues and psychologists in various forms constantly assisting the pupils who find themselves in situations of forced migration (Safety and opportunities for assistance during the conflict in Ukraine 2014: 7).

The analysis of the practical aspects of forced migration pupils of boarding schools leads to the following conclusion. A necessary condition for effective provision of social,

educational and psychological assistance is the consideration of the age of pupils, and the presence of previous traumatic experiences of these children (Petrusevich 2015: 44). Psychologist Alexander Petrusevich emphasizes the following age characteristics of children such as preschool children (3 to 6 years). At this age, the child's personality is unable to assess the situation as threatening (Petrusevich 2015: 44). Only with the reaction from an adult do children realize that there is something unusual. J. Ovsyannikov said that psychological support administered to children of this age group should serve the function assigned to the mother of the child.

In the context of our work, most pupils of boarding schools at the time of forced migration are deprived of their mothers' closeness and care. This factor is too difficult a social-psychological situation of the child.

Older children (6 to 12 years) are more vulnerable to stressful experiences than younger children, and therefore can distinguish degrees of threat. According to psychologists, these children even might blame themselves for failing to prevent an emergency. Among the advice of experts of social and psychological areas in the first place put forward the importance of confident, calm, friendly communication (Bochkor, Dubrovskaya, Zaleski 2014: 78).

Direct feedback between the processes of migration and socio-economic and socio-political life in Ukraine has a significant impact on the situation of society, in particular in Eastern Ukraine. In the unrecognized "republics" boarding schools require students to return who migrated to Ukraine (Safety and opportunities for assistance during the conflict in Ukraine. Metod.rek. 2014).

That is why the issue of psychological assistance, implementation of socio-pedagogical support of pupils of boarding schools that felt the role of forced migrants in a state of updating, and therefore requires further development of the problem field, attracting specialists from different spheres of social life and so on.

The conducted research proves that that all the methods of social and educational support are important, and yet, the situation in Ukraine forced migration is happening in our time, was unexpected both for students and professionals of social and educational spheres. So, when planning the future of the employees of state institutions parenting, representatives of social services and other subdivisions should pay more attention to the development of the algorithm in emergency crisis situations such as forced migration from pupils of boarding schools.

Prospects for further research we see in the development and implementation work in orphanages. In our opinion, a crucial aspect of this work is implementation of the complex training programs for students who find themselves in situations of forced migration under the title "You, me and everyone". We also see the need of developing the guidelines for professionals of social and educational sector, working with children forced migrants, and "Advisor for parents and persons replacing them".

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